

Course Reserves Item List for **BOOKS, VIDEOS, CDs and DVDs**

Course name and number: Teaching Students with Disabilities and At-Risk Conditions at the Secondary Level SED 361

TITLE (as it appears on the syllabus): Academic Success Strategies for Adolescents with Learning Disabilities and ADHD

AUTHOR or COMPOSER (for books or CDs): David Allsopp and Esther Minskoff
Read, summarize and critique a chapter

TITLE (as it appears on the syllabus): Assessing Literacy with Learning Records, A Handbook for Teachers, Grades 6-12

AUTHOR or COMPOSER (for books or CDs): Mary A. Barr, and Margaret A. Syverson
Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Curriculum, Assessment, and Instruction for Students with Disabilities

AUTHOR or COMPOSER (for books or CDs): June Lee Bigge and Colleen Shea Stump with Rosanne K. Silberman and Michael Edward Spagna
Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Building Classroom Discipline

AUTHOR or COMPOSER (for books or CDs): C.M. Charles
Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Successful Inclusive Teaching, Proven Ways to Detect and Correct Special Needs

AUTHOR or COMPOSER (for books or CDs): Joyce S. Choate
Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Teaching Students with Mild and Moderate Disabilities, Research-Based Practices

AUTHOR or COMPOSER (for books or CDs): Libby Cohen and Loraine J. Spenciner

Read, summarize, and critique a chapter

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TITLE (as it appears on the syllabus): Reading for Understanding, A Guide to Improving Reading in Middle and High School Classrooms

AUTHOR or COMPOSER (for books or CDs): Christine Cziko, Cynthia Greenleaf, Lori Hurwitz, Ruth Schoenbach

Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Teaching Special Students in General Education Classrooms

AUTHOR or COMPOSER (for books or CDs): Donald H. Doorlag and Rena B. Lewis

Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Teaching Learning Strategies to Adolescents and Adults with Learning Disabilities

AUTHOR or COMPOSER (for books or CDs): Edwin S. Ellis, B. Keith Lenz, David Scanlon

Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Inclusive Middle Schools

AUTHOR or COMPOSER (for books or CDs): Douglas Fisher and Craig H. Kennedy

Read, summarize, and critique the book

TITLE (as it appears on the syllabus): Inclusive High Schools, Learning From Contemporary Classrooms

AUTHOR or COMPOSER (for books or CDs): Douglas Fisher, Ian Pumpian, Caren Sax

Read, summarize, and critique the book

TITLE (as it appears on the syllabus): With Different Eyes, Insights Into Teaching Language Minority Students Across the Disciplines

AUTHOR or COMPOSER (for books or CDs): George Gadda, Edited by Faye Peitzman

Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): The Heart of Learning, Spirituality in Education

AUTHOR or COMPOSER (for books or CDs): Steven Glazer

Read an essay. Discuss how it applies to your practice in theory. Develop a specific plan of action to use the ideas.

TITLE (as it appears on the syllabus): Differentiating Instruction in Inclusive Classrooms, The Special Educator's Guide

AUTHOR or COMPOSER (for books or CDs): Diane Haager and Janette K. Klinger

Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Building Inclusive Schools, Tools and Strategies for Success

AUTHOR or COMPOSER (for books or CDs): Ann T. Halvorsen and Thomas Neary

Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Comprehensive Classroom Management, Creating Communities of Support and Solving Problems

AUTHOR or COMPOSER (for books or CDs): Louise Jones and Vern Jones
Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Restructuring High Schools for All Students, Taking Inclusion to the Next Level

AUTHOR or COMPOSER (for books or CDs): Cheryl M. Jorgensen
Read, summarize, and critique the book

TITLE (as it appears on the syllabus): Authentic Classroom Management, Creating a Learning Community and Building Reflective Practice

AUTHOR or COMPOSER (for books or CDs): Barbara Larrivee
Read, summarize, and critique a chapter

The Color of Fear. – watch the video with a friend or colleague. Document your understanding of the men's comments. DO NOT CRITIQUE OR EVALUATE. Explain how you would work with their children in your classroom.

TITLE (as it appears on the syllabus): Conflict in the Classroom, The Education of At-Risk and Troubled Students

AUTHOR or COMPOSER (for books or CDs): Nicholas J. Long and William C. Morse
Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Teaching Secondary Students with Mild Learning and Behavior Problems

AUTHOR or COMPOSER (for books or CDs): Lowell F. Masters, Allen A. Mori and Barbara A. Mori
Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Learners with Mild Disabilities, A Characteristics Approach

AUTHOR or COMPOSER (for books or CDs): Eileen B. Raymond
Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Instructional Methods for Adolescents with Learning and Behavior Problems

AUTHOR or COMPOSER (for books or CDs): Cynthia N. Schloss, Patrick J. Schloss, Maureen A. Smith
Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Teachers Doing Research, An Introductory Guidebook

AUTHOR or COMPOSER (for books or CDs): R. Murray Thomas
Read, summarize, and critique a chapter

TITLE (as it appears on the syllabus): Inclusion Strategies for Students with Learning and Behavior Problems, Perspectives, Experiences, and Best Practices

AUTHOR or COMPOSER (for books or CDs): Paul Zions
Read, summarize, and critique a chapter
